INTRODUCTION

This final chapter recognizes that key to the operation and success of businesses is the role of people in undertaking both individual and team activities. As such, whilst the wider topic of human resources management (HRM) typically covers recruitment, selection, development, policy setting, etc., it is noted that for some larger companies this may be outsourced to a professional HRM service provider leaving in-house retained HR staff in a more advisory governance role with little capability or
authority to interpret operational policy to suit business unit or individual circumstances. In this way outsourced HR delivers operational strategy with the retained HR staff ensuring compliance with corporate governance. This chapter focuses not on these policy undertakings but on behavioural management aspects of people from both an individual and team performance basis. It also presents a view on task management which is a key operations management activity drawing on both individual and team actions and suggests that the attributes of project management may be seen as an example of task management in action.

The leadership task is to effectively undertake three inter-related activities; in John Adair’s Action-Centred Leadership model this is represented by three circles representing the core management responsibilities of achieving the task, building and managing the team or group and, finally, managing the work and development of individuals. Whilst the team leader will have to assign tasks, build the team and play a role in the development of staff, it should also be noted that high-performing teams also exhibit the same regard for task, teamworking and self-development opportunities.

The structure of this chapter reflects John Adair’s model by covering the three overlapping areas of individual, team and task management (Figure 5.1). In addition, it ends with some guidance on dealing with team conflict.
MANAGING INDIVIDUALS

Managing the needs and expectations of staff is not just providing more economic rewards such as salary, bonuses, etc. but is a balance between other inter-related activities of job satisfaction and the social relationship with other members of the organization (Figure 5.2). However, in looking at economic rewards, performance-related pay is widely regarded as an important element in many performance management schemes because it strengthens the message that performance and competence are important and provides a mechanism to reward people according to their individual contribution and competence. That said, there is also a corresponding view that such economic rewards can actually inhibit teamwork because of their individualistic nature, and as such can lead to the
In managing individuals it is often their specific needs and expectations that in many cases can only be partly fulfilled by economic rewards, thereby requiring a greater focus on job satisfaction, respect and appreciation for contributing to an organization’s future performance and their own developmental challenges. As such setting and agreeing action plans and development opportunities for individuals will be an important management task for those responsible both for individual staff and team performance.

There are a number of HRM tools which can be deployed to contribute to enhancing performance often
necessitating joint actions of managers and their staff, with a view to improving individual and hence organizational performance. The process of objective setting is almost uniformly used either on an annual basis or on a task basis as appropriate. Setting realistic and achievable objectives can be used to improve performance, although for maximum benefit the Plan-Do-Check-Act process should also be used to support periodic review and monitoring. As an example the following individual development approaches are used in many companies.

- **Performance development reviews (PDRs):** Whilst PDRs may be used in the management of an organization’s performance, even those companies without performance management systems tend to operate staff appraisals in which managers are required to review staff performance, their potential and identify their development needs. Those organizations with PDRs also use this time to reflect on the individual’s past performance as a basis for making development and improvement plans. Review meetings should be constructive and conducted in an open, free-flowing and honest way and where the reviewee is encouraged to do most of the talking. At the same time as reviewing competent performance, a number of organizations also choose to conduct an assessment of the individual’s behavioural competencies as part of their performance management system. Such a behavioural assessment can provide another consis-
tency tool for measuring individual performance and for providing development activities to help employees further reinforce their technical skills and interpersonal competencies to reflect the organization’s required practice standards. Although the process allows time to access individual performance it is not appropriate to use this to surprise staff with unfounded criticism or impose unrealistic objectives when they may be at their most vulnerable.

- **360-degree feedback**: This review mechanism consists of performance data generated from a number of sources and almost always includes those staff to which the individual reports, their peer group, their staff and, in appropriate circumstances, their customers. This approach typically includes a self-assessment using a common process to allow the individual’s own perceptions of their performance to be compared with the other assessing groups. The 360-degree feedback approach is widely used as part of a self-development or management development programme, where a more rounded view of the individual is required and with less bias than if such an assessment is conducted only by the individual’s immediate line manager.

- **Objectives and performance standards**: Here both the manager and the individual will need to agree on a number of objectives or goals that can be undertaken by the individual, department and organization over a period of time, usually in a one-year
period so that they may be aligned with the appraisal or performance review timescales. These objectives can be both work-related, referring to the results to be attained, or personal objectives, taking the form of developmental objectives for individuals. In both cases, however, objectives must be regarded as “SMARTTT” (Specific, Measurable, Agreed, Realistic, Time Bound and Traceable) and may be expressed as targets to be met or tasks to be completed. Setting SMARTTT objectives, reviewing performance and providing feedback to individuals are key stages of a typical performance management system. From either the PDR review or indeed any other process of setting objectives it will be important to recognize that this is likely to be a mixture of mandatory and discretionary objectives, as shown in Figure 5.3.

![Figure 5.3](image-url)  
**Figure 5.3** Achievement objective.  
• **Teamworking:** For many organizations teamwork has become an important part of contributing to its business success. In instances where projects justifiably allow for team membership to be long term, then team performance (output, customer service, customer satisfaction and financial results) can be measured. However, these will require team members to agree on their objectives and receive feedback on their individual contribution to the team and/or project.

• **Coaching:** For some managers, the provision of coaching is an important tool in assisting to develop an individual’s skill set and knowledge. For the individual it can result in improved job performance and the achievement of wider organizational objectives. Coaching can often be part of the individual’s learning and development and may be addressed in their PDR. Unlike the performance review process “Coaching” usually takes place throughout the year and often features executive development ranging from the directive, company mandated requirements on executives, through to a number of more empathetic approaches such as coaching, supporting and counselling on an “as and when required” basis.

• **Learning and development:** In almost every business the main route to improved organizational performance is the improvement of individual skills and competencies. This will require an understanding of the processes and techniques of organizational, team
and individual learning and the PDR is often the ideal time to encourage individuals to think about which ways they wish to develop. This should result in establishing a personal development plan with agreed actions, budgets and support requirements against which staff can develop themselves in line with the company’s business objectives. Away from company initiated development, learning and development can also include self-managed learning, which is widely regarded as a process whereby individuals determine what they learn and how they do so in the context of their own situation.

- **Senior management development**: It is important to consider the context within which learning and development resides within an organization, especially as there will exist a continuum of aspirations ranging from economic survival, through to maintenance and business growth, with success at any of these stages dependent on the right organizational development decisions being made. Of course, whilst this argument can be applied to all levels of an organization, it is often the senior management who most critically need to have the necessary abilities to contribute to setting and being accountable for achievement of the organization’s corporate goals and performance. To appreciate how these decisions can be effectively focused it is important to understand how learning and development needs can be prioritized for the senior management population within a
company. Typically, their development falls into the three groupings of maintenance, strategic and career needs, with each being described below:

- **Maintenance needs** are those needs that the organization must address in order to stay in business, for example employment legislation, health, safety and environment regulations, corporate taxation liabilities etc. Generally, maintenance needs are considered as the “must-do’s” of any business and usually comprise a top-up of knowledge and skills to support a steady-state operational environment.

- **Strategic needs** cover the type of needs that should be addressed in order to achieve the corporate goals, some of which will more than likely be centred on business improvement or change management. Examples of strategic needs may include increasing service provision standards and the introduction of new technology, products or services. In contrast to the maintenance needs, strategic needs can be regarded as organizational “should-do’s” generally because they tend to relate to business transformation activities relying on the development of new knowledge, skills and even attitudes in order to manage business transition and transformation activities effectively.

- **Career needs** relate to an organizational mindset regarding investing and developing people so that over time they can make a more effective con-
tribution to the company’s current and future strategic plans. In this category examples include the need to continuously develop and maintain a level of domain-specific experienced managers with the right competency profiles. In prioritizing learning and development it is often the career needs which are typically thought of as optional and consequently the “could-do’s”. These tend to realize a return on investment to an organization over the mid to long term and, in many instances, may be driven as much by the individual’s own aspirations as any direct organizational requirements. However, this is not to suggest that career needs are unimportant; on the contrary they are often a critical element in supporting the organization’s ability to stay competitive and achieve growth.

Having established these three groupings and understood them from a demand and planning perspective, it is then essential to establish where the right balance lies for a particular organization. Whilst consideration may be given to the three categories of learning needs it should be noted that there are also other wider influencing factors which often come into play in assessing the strategic role of learning and development, as shown in Figure 5.4.

Whilst it is important for managers to understand and play their part in the development of their staff, it is also
incumbent on them to assign work based on their personal competencies, i.e. skills, technical knowledge and attitude, as this provides a degree of confidence to both the individual and to the company that operations are being managed in accordance with corporate governance requirements. It is suggested therefore that for development purposes, managers may wish to provide new opportunities for their team. However, where on-the-job learning is used to develop staff this will need to be adequately supervised and supportive training provided especially in governed industries. This approach is impor-
tant to demonstrate to the individual that the training is being provided as part of their planned development, rather than as just as an additional resource undertaking a piece of work.

The final factor in managing staff is in establishing an optimal working relationship which needs to be based on mutual respect, trust and support for one another.

**MANAGING TEAMS**

A useful starting point in managing people is to consider the definition that a team is a group of people who share common objectives and who need to work together to achieve them.

Whilst performance can come from the empowerment of teams or individuals by managers, it is often a management or team leader function to build teams that are concerned with improving performance and results by making greater use of both individual and team strengths – not simply concentrating on weaknesses. There have been a number of studies on team dynamics and the roles that team members undertake; the most widely known of these coming from Dr Meredith Belbin’s 2004 publication *Management Teams* and his subsequent studies. The intent of this chapter is not to detail team working from an individual member’s perspective, but to concentrate on how teams may be managed. On this premise the roles described by Belbin provide a useful
understanding of how individuals working in a team function and their natural membership characteristics. A brief description of the original team characters and the later study additions are provided in Figure 5.5.

Whilst individual teams may have a degree of empowerment from their immediate manager it is clear that full empowerment, covering rewards, goal setting, appraisals and so on, has to be driven from the top of the organization to become part of the company’s corporate culture and business philosophy. Although many organizations may wish to empower their employees, this can present problems – not for those empowered, but more often for their managers who consider this as a “loss of control” and erosion of authority whilst recognizing the benefits of empowerment.

Teams and teamworking may be part of the normal way to operate in a business; however, they consistently offer the opportunity to accomplish much more than the sum of the individual members in getting a job done, extreme examples being sports teams or an orchestral concert. Nevertheless, where the work is more varied, teams may be especially established for a task only and will then break up at its completion, with team members leaving to be part of new teams. A good example of this regular team building and dissolution is on project work where the team share a common goal for the duration of the project and, once complete, then disband. The lifecycle of such team dynamics is shown in the six stages; the first four initially published in Tuckman and Jensen
<table>
<thead>
<tr>
<th>Role classification</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Plant</strong></td>
<td>This role describes a person who is creative, imaginative and an unorthodox team member who excels in solving difficult problems. Whilst often reserved and quiet they are always keen to contribute. It has to be said that their approach can also create a degree of frustration in other team members.</td>
</tr>
<tr>
<td><strong>Resource investigator</strong></td>
<td>This role describes a person who is the networker for the group. Whatever the team needs, this person is likely to know someone who can either provide it or know someone else who can help. Such items may be physical, financial or human resources, political support, information or ideas. They are highly driven to make connections with people, and use this ability to support the team.</td>
</tr>
<tr>
<td><strong>Chairman</strong></td>
<td>This role describes a person who ensures that all members of the team are able to contribute to discussions and decisions of the team. Their concern is for fairness and equity among team members. Those who want to make decisions quickly, or unilaterally, may feel frustrated by their insistence on consulting with all members, but this can often improve the quality of decisions made by the team.</td>
</tr>
<tr>
<td><strong>Shaper</strong></td>
<td>This role describes a dynamic team member who enjoys a challenge and thrives on pressure. This member possesses the drive and courage required to overcome obstacles.</td>
</tr>
<tr>
<td><strong>Monitor–evaluator</strong></td>
<td>This role describes a person who is serious, strategic and discerning and who tries to see all options before considering a response. This member contributes a measured and dispassionate analysis and, through objectivity, stops the team committing itself to a misguided task.</td>
</tr>
<tr>
<td><strong>Team worker</strong></td>
<td>This role describes a person who is concerned that interpersonal relationships within the team are maintained. They are sensitive to atmospheres and may be the first to approach another team member who feels slighted, excluded or otherwise attacked but who has not expressed their discomfort. Their concern with people factors can frustrate those who are keen to move quickly, but their skills can ensure long-term cohesion within the team.</td>
</tr>
<tr>
<td><strong>Completer–finisher</strong></td>
<td>This role describes a “detail” person within the team possessing a great eye for spotting flaws and gaps and for knowing exactly where the team is in relation to its schedule. Team members who have less preference for detail work may be frustrated by their analytical and meticulous approach, but the work of the completer–finisher ensures the quality and timeliness of the output of the team.</td>
</tr>
<tr>
<td><strong>Later additions to the characteristics</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Implementer</strong></td>
<td>This role describes a person who is the practical thinker and who can create systems and processes that will produce what the team wants. Taking a problem and working out how it can be practically addressed is their strength. Being strongly rooted in the real world, they may frustrate other team members by their perceived lack of enthusiasm for inspiring visions and radical thinking, but their ability to turn those radical ideas into workable solutions is important.</td>
</tr>
<tr>
<td><strong>Specialist</strong></td>
<td>This role describes a person who brings specialist knowledge to the team.</td>
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</tbody>
</table>

**Figure 5.5** Team role characteristics.
in 1977 and the latter two identified through further work. Each stage shows the typical behaviour of its members.

Stage 1: Teamworking is underdeveloped as reflected in the term “forming”; here the group is characterized by anxiety and the main concern for its members is who fits where, who is joining the group and the relative position of each member. Stage 1 signs may include team members being self-conscious, overly polite, embarrassed and enthusiastic but with stilted conversation and little progress made to date. It also has a period of consensus and a dependence on the team leader.

Stage 2: The team is now experimenting and is concerned with how they will work together; this “storming” stage is a natural event even in high-performing teams and even if the members have worked together before. Often roles are challenged and members test one another. If sequentially missed out it will often lead to team problems later which will then need to be addressed before better performance can be gained. Stage 2 signs may be witnessed by conflict, lively debate and discussion, rebellion against the leader, polarization of opinion, members trying out ways of working and tasks beginning to be achieved.

Stage 3: The team is now beginning to work well together having resolved any issues, and areas of con-
flict are patched up. There is widespread help in the group between its members and the focus now moves to the task and how individuals can help one another. This stage is termed “norming” as norms and patterns of work are established. Stage 3 signs may include shared leadership tasks, a preparedness to change, active participation by all members, mutual problem solving and an open exchange of ideas.

Stage 4: Teamworking is now mature and the fully productive group is said to be “performing” after the other stages have passed. Their main concern is in achieving goals and where help amongst team members is second nature as each knows the strengths and weakness of each other. Roles within the group are functional and flexible. Clearly, this is the position which team leaders aim to get their team to as soon as practicable. Indications that the team is at this stage may be witnessed by a relaxed, purposeful atmosphere, feelings of confidence, goals being achieved and most talk being about the job.

Stage 5: This fifth stage is not in the original work but has been identified later as something to avoid as it relates to “dorming” or falling asleep. It highlights the need to continually involve people in decision making about what they do and how they do it. In practice this stage is likely to occur near the end of the life of the team when people are unsure what they will be doing next; it may be seen as members trying to extend the life of the group.
Stage 6: This final stage on teamwork is termed “mourning” and occurs where the team performance is disrupted by the end of the teamwork, by members leaving to take on new work, by members being uncertain of the future role and generally by the overall break-up of the team, the shared experience and the ending of working friendships. For the team leader this stage is still important as any gradual break-up of the team will reduce the performance overall. Signs of this may include working on tidying up loose ends, celebrating achievement, feelings of sadness and planning for new teams. This final stage is often given less attention than the earlier team-building stages as the main task or project is now completed and as such the central focus of the team is reduced.

For those managing a team, understanding how it is performing and where it is in relation to these six stages are key points to be able to manage its performance and enable individuals to fulfil their required role. In practice managers undertake team building for several reasons such as:

- A team approach is a strong and decisive management style.
- Stress is reduced as problems are shared.
- More ideas are generated, so the capacity to innovate is increased.
• Large or multi-disciplinary problems are better resolved from a team approach.
• Interpersonal difficulties, confusion over roles and poor personal contribution issues can often be resolved successfully in a team.

It is not easy to immediately create a team, as effective teams have to be constructed methodically and the relationships have to be built and developed, work methods need to be clarified and a positive teamworking environment created. The simple checklist below can be used to determine the “operational health” of a team in asking does the team:

• Know where it’s going? – this week, month, year?
• Communicate this direction?
• Feel in control of its destiny?
• Communicate on a two-way basis?
• Have opportunities to suggest alternatives?
• Use emotions well?
• Praise people for good work?
• Avoid negative use of emotions?
• Work in a constant mood of fear and depression?
• Have a clear set of standards?
• Accept its standards as being not too high or too low?
• Have an effective hierarchy and an effective distribution of work?
• Freely discuss individual strengths and weaknesses without fear of recrimination?
• Know each other; better than superficially?
• Plan successfully?
• Make the best use of resources – people, equipment and budget?
• Have an identity?
• Complain and moan too much?
• Have a method for resolving disagreements?
• Put emphasis on results?
• Enjoy itself and work together?

For longer-term and strategically important projects, a more detailed look at the teamwork and how this is supported by the organization may be necessary. This can use the COPS model shown as Figure 5.6 with its detailed questions listed below. The benefit of this framework is to provide an understanding of the team’s “health” and may be used by managers and consultants.

**Figure 5.6** COPS analysis model.
to conduct such an audit in a confident and informed manner and be used to identify areas for improvement, change and reinforcement of current practices.

Culture

• Do staff identify with the organization and the success of the organization as being of direct benefit to themselves?
• Do staff see themselves as having common interests with their work colleagues and group?
• Is there a strong team spirit?
• Is work allocated on the basis of individual expertise rather than position in the organization?
• Are your staff encouraged to say what they think about the organization?
• Does the organization encourage innovation and creativity amongst staff?
• Do staff feel a sense of personal responsibility for their work?
• Is quality emphasized in all aspects of the organization?

Organization

• Does the structure of your organization encourage effective performance?
• Is the organization structure flexible in the face of changing demands?
• Is the structure too complex?
• If so in what areas?
• Do staff have clear roles and responsibilities?
• Does the organization structure tend to push problems up rather than resolve them at the point where they occur?
• Do procedures and management practices facilitate the accomplishment of tasks?
• Do you constantly seek to challenge your organization structure?

People

• Do staff have the necessary skills and knowledge to perform their jobs in the most effective manner?
• Do staff understand their jobs and how they contribute to overall business performance?
• Do staff have a customer service orientation?
• Are people with potential spotted and developed for the future?
• Are the staff encouraged to perform well through the giving of recognition, feedback, etc.?
• Do people know what their expected performance standards are?

Systems

• Do your organization’s systems (recruitment, promotion, planning, management, information and control) encourage effective performance among your staff?
• Are these systems consistent across the organization?
• Are there clear rewards for effective performance within your work group?
• Does the organization review its systems frequently and ensure they mutually support each other?

In managing teams, the team leader, the team tasks, the experience of the team members, the working environment, and the corporate culture all dictate to a large extent the team leadership style and provide an earlier indicator of future achievable performance. In general this will be a balance between authority and a degree of freedom. This is shown in the popular model of Figure 5.7.

**Figure 5.7** Continuum of leadership styles.
Whilst this model shows the full range of the use of authority in decision making, it is unusual to find many examples purely at either end of the continuum although these do exist: autocratic styles deployed in the operational armed forces environment; or a laissez-faire style more aligned to creative therapy. For those teams operating within the “middle ground” the amount of authority/freedom regularly changes with respect to situations, individuals and team dynamics.

In ending this section it has to be stressed that team managers should have a personal commitment to relate to others directly and honestly, as those who use their position for manipulation, demoralizing others or restricting potential, are soon detected and mistrusted. Team members invariably watch their leader’s management style and evaluate their ability to promote openness, cooperation and team debate. Without effort, personal integrity and trust, a team cannot be developed to its full potential.

**MANAGING TASKS**

Although the main focus of this chapter is on people management, as seen in John Adair’s model (Figure 5.1), the team leader or manager has not just to manage individuals and the team, but is also responsible for the success of the task. Clearly, this will vary depending on the work setting but in many cases will be a mixture of
working and allocating work, setting budgets and ensuring that tasks are completed within the required timescales and that the work is produced to the right quality. In addition to this it should strive to achieve customer satisfaction whether customers are truly external or internal, often found in large organizations. These main factors are shown in Figure 5.8 which is widely used in the management of projects in various industries.

For those managers undertaking the three elements of Figure 5.1 when considering task management it is suggested that the skill sets shown in Figure 5.9 are needed to help them to identify their own development needs.

Having mentioned the role of the team leader in managing the three action-centred leadership elements,
this chapter ends with some text covering the common problem of dealing with conflict within a team setting.

**MANAGING TEAM CONFLICT**

Although team working can offer major advantages over individual work tasks because of its diversity of resources, knowledge and ideas it may also be the source of conflict. Disputes can arise for different reasons and although every team is unique there are some common patterns to deal with conflict, with the main issues arising from factors such as:

<table>
<thead>
<tr>
<th>Management area</th>
<th>Required skills</th>
</tr>
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<tbody>
<tr>
<td>Operations</td>
<td>Monitor, maintain and improve service and product delivery. Initiate and implement change and improvement in service, products and systems. Manage finance. Monitor and control resources.</td>
</tr>
<tr>
<td>Projects</td>
<td>Meet time, cost, quality and customer requirements. Manage project risk. Safeguard company (and own) reputation. Manage safety of personnel.</td>
</tr>
<tr>
<td>People</td>
<td>Recruit and select personnel. Develop teams, individuals and self to enhance performance. Plan, allocate and evaluate work carried out by teams. Create, maintain and enhance effective working relationships.</td>
</tr>
<tr>
<td>Information</td>
<td>Seek, evaluate and organize information for action. Exchange information to solve problems and make decisions.</td>
</tr>
</tbody>
</table>

**Figure 5.9**  General management skills.
• Poor communications such as a reluctance to share information flow, differences in interpretation and so on.
• Structural factors such as goals and priority issues, the size of the team, levels of participation, reward systems and levels of interdependence.
• Personal factors such as an individual’s self-esteem, their personal goals, values and needs.

It is suggested that most managers are aware of team disagreements and may have received training in conflict resolution. However, they are often reluctant to give this a high priority and as such it is often team members that take the lead to resolve conflict among themselves. It should be noted that conflict in teams may not necessarily be destructive as it can be a catalyst for new ideas and approaches to the adoption of new organizational processes and development. However, this will not become so if it is left to escalate to the point where people begin to feel defeated and a climate of distrust develops, which can quickly destroy even an established and well operating team. Potential areas from which conflict issues commonly arise include:

• The team failing to understand or use their administrative processes rendering the team members unable to coordinate their work.
• The team consisting of insufficient resources to undertake the work. Whilst for short spells this may be acceptable, over a longer period there
will be some resentment of being taken for granted. As such it is important that team leaders ensure adequate resources for the work to be carried out.

• Cost over-runs can become a problem area when control measures are not taken.

• Programme adherence if the goals are not shared with the team. If these are visible for all to see then members will better work together to help others meet their deadlines.

• Team members not knowing what areas they are responsible for and who is accountable for them.

• The team being diverted from the main project tasks and trying to fit other things in which could be postponed to a more opportune time.

Where conflict does occur it may be seen in a whole range of behaviours such as:

• Tears, raised voices, aggressive horseplay, even physical fights!

• Statements expressing negative feelings – jealousy, distrust, derision, fear, dislike – about a group or individual.

• Individuals being prevented from getting the rewards that are normally given to people who have performed as well as they have.

• People choosing not to pass on useful information to others.
• Individuals refusing to talk to one another – or doing so only with, say, icy formality, sarcastic remarks or open aggression.
• People setting up barriers – being unavailable or approachable only through their own private rules and procedures.
• People being off “sick” or otherwise absent more frequently than seems normal.
• Low morale and poor productivity especially if the people concerned blame others.

When conflict does occur there are three options open to move forward; the first is to ignore it and assume that it will sort itself out (this may be termed “non-intervention”); the second is to prevent it occurring by taking early action (“preventive strategy”); and the third is to resolve the problem (this may be termed “resolution”). In trying to resolve conflict, five methods are suggested: direct approach, bargaining, enforcement, retreat and de-emphasis. These are detailed below as each can be used effectively depending on the circumstances of the conflict.

• The **direct approach** may be the best option as it concentrates on the leader confronting the issue head-on. Though conflict is for many unpleasant to deal with, if criticism is used then it must be constructive to the recipients. This approach draws on the techniques of problem solving and because issues are brought to the surface and dealt with it normally ends with mutual resolution.
• **Bargaining** is an excellent technique applicable when both parties have ideas on a solution yet cannot find common ground. Often the team leader can use this to find a compromise solution. On the other hand, as it requires both sides to reach agreement, there is a risk that it can also result in both parties feeling equally dissatisfied.

• **Enforcement** of team rules is an option to be avoided if possible as it can bring about hard feelings towards the leader and the team. This technique is best used when it is obvious that a member does not want to be a team player and refuses to work with the rest.

• **Retreat** is an option when the problem is not real to start with and delay in addressing it can allow the individual to cool off.

• **De-emphasis** is a form of bargaining where the focus is on the areas of agreement so that the parties realize that there are areas of agreement which can then be used to work on addressing the minor differences.

Team conflict should first be handled on an informal basis between the individuals involved. This should allow time for resolution or self-correction by the individuals. The team leader may act as the mediator or even as advocate, and if resolution is still not achieved the dispute should be openly discussed in a team meeting. If the team are still unable to agree their differences and work together a formal discipline process will need to be used.
Because every team is different, disputes that arise will be too, so in order to resolve their differences, Varney’s 1989 book on building productive teams recommends bringing the parties together and, with the assistance of a third party, asking the following five questions:

1. What is the problem, as you perceive it?
2. What does the other person do that contributes to the problem?
3. What do you want or need from the other person?
4. What do you do that contributes to the problem?
5. What first step can you take to resolve the problem?

In this technique each party is questioned while the other listens and is only permitted to ask questions for clarification. The parties then discuss a mutual definition and understanding of the problem. Whilst they are allowed to express their feelings and get hostility out of their systems at this stage, it is important that both parties admit partial responsibility for the problem. This requires the team leader to have good listening skills and the ability to stay in a problem-solving mode. Agreement can then be reached on what steps need to be taken to resolve the problem; to prevent later misunderstandings these should be put in writing.

The professional management of people using knowledge, skills and hopefully the tools and guidance notes of this chapter is an important part of transforming business plans and strategic aspirations into reality through
the willing engagement of people in various roles such as product development, marketing, supply chain working and in-house tasks and teamworking. On this basis people management is clearly a key aspect of operations management whether in the provision of goods or services. In this final chapter on people it is again worth noting that this is an area which contributes to the topic of operations management as shown in Figure 1.2 and offers a tactical operational focus illustrated in the book’s Introduction.